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UNITED NATIONS DEVELOPMENT PROGRAMME

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ENGLISH

APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF
MOZAMBIQUE
IPF:(1987-91) $66 009 000
(MOZ/91/006)-Basic Education

Date of approval by the AC:[1/]	26 February 1992
Expected duration:	Four years
Proposed executing agency:	Government
Government implementing agency:	Education Projects Management Unit (Ministry of Education)
Proposed UNDP contribution:	$3 236 400 Source of funds: IPF
Total UNDP budget:	$3 236 400

Project background

The Government of Mozambique has undertaken a review of education and developed a strategy and an action plan for the development of education through the year 2000. This strategy and action plan which are the results of a series of consultations between the Ministry of Education and other agencies, incorporate the deliberations and conclusions of the Fifth Party Congress in 1989. The strategy approved by the National Education Council in January 1990 was submitted to a donor conference on education in February 1990; and subsequently various donors have begun to pledge support towards its implementation. The new strategy which encompasses the vision and commitment of the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs (Yomtien 1990) accords highest priority to basic education with special focus on enhancing the quality and efficiency of primary schooling.

These quality enhancement measures include: (a) increasing teacher renumeration, (b) improvement of access to and utilization of textbooks, (c) improving teaching methods and the provision of pedagogical support to the teachers; (d)increasing hours of instruction and, (e) introducing selective measures to enhance student learning and achievement. The strategy includes the following targets: (i) reach an average admission rate into primary education of 86 percent of the seven year group by year 2000; (ii) improve efficiency through reduction in both repetitions and drop out rates; (iii) allow improved transition rates; and (iv) manage the student/classroom rates in order to stay within affordable costs.

To maximize the impact of its limited resources, the Government has set forth the "Priority District Programme" (PDP) and has selected an average of four districts in each of the 10 provinces in the country. As regards the Education Sector, the PDP's target is

[1/] This Fact Sheet reflects the status of the project/revision at the time it was approved by the Action Committee; modifications to the project/revision may have occurred subsequently.

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to regain as fast as possible the 1981 enrollment levels in the districts and to provide educational opportunities at primary and secondary levels to the population as part of the overall strategy of the Government by the year 2000. To this end, the Government requested UNDP assistance under the present approval.

Description of project

The Government will have three major donors assisting various components, complementing their own investment: ASDI (Swedish International Development Agency) with curricular development and textbock development and distribution; UNDP with technical assistance; and IDA with capital investment.

The immediate objectives of the project are to: (a) strengthen the professional capacity of the Ministry of Education in planning teacher training, training of the staff of the Institute of Teacher Upgrading and the Training Unit of the Director for Primary Education in design and implementation of in-service teacher training programmes and production of instructional materials; (b) upgrade 3000 primary school teachers; (c) train specialists in distance education and co-ordinators at the provincial levels, as well as 600 teachers at VI grade level through distance training and short residential courses for one year; (d) develop and establish of a network of pedagogical support in 34 districts; (e) train central, provincial and district level staff and develop in-service training materials; (f) enable the Institute of Teacher Upgrading (IAP) to receive further technical assistance support to develop a national policy on distance education and a master plan for the development of distance education; (g) train staff of IAP in various aspects of programming and delivery of distance education as well as 80 instructors of primary teacher training centers (CFPP) in methods of teaching Portuguese and Mathematicsz; (h) launch an experimental programme of selectively introducing and testing a local language assistance programme; (i) provide training for staff in bilingual education and design of instructional materials; (j) 10 UNVs (engineers, architects and statistician) to rehabilitate school infrastructures; and (k) revise the teacher education curriculum for primary education.

Inputs

UNDP will provide one distance education specialist (30 man-months); one basic educational specialist (36 man-months); 35.5 man-months of consultants in distance education pedagogy, distance education portuguese, distance education mathemathics, physics, distance education national science; distance education social science; distance education special education; bilingual teacher trainer, bilingual curriculum development, bilingual evaluation; one UNV statistician (48 man-months); five UNV architects (45 man-months) each; two UNV engineers (48 man-months each); one UNV teacher training (36 man-months) four UNVs in primary teaching methods (24 man-months each); national experts/consultants (178 man-months); in-service training; radio communication; equipment for outposted staff, and miscellaneous costs.

Financial data

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Personnel	3 070 400
Training	112 000
Equipment	30 000
Miscellaneous	24 000
Total	3 236 400

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